

## Beech Hill Elementary

1001 Beech Hill Road  
Summerville, South Carolina 29485

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	826 Students	
<b>Principal</b>	Susan Welsh	843-821-3970
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	48	9	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Average	Yes
<b>2005</b>	Good	Below Average	No

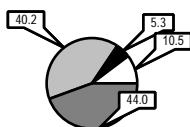
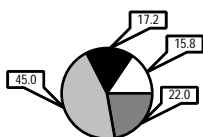
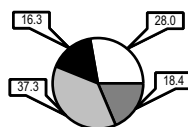
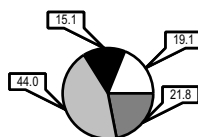
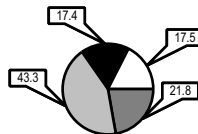
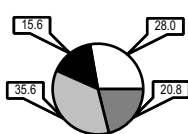
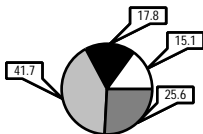
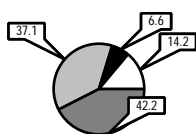
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	447	100.0	10.5	40.2	44.0	5.3	59.8	Yes	Yes
<b>Gender</b>									
Male	236	100.0	15.8	41.6	39.4	3.2	52.9		
Female	211	100.0	4.6	38.6	49.2	7.6	67.5		
<b>Racial/Ethnic Group</b>									
White	325	100.0	7.6	36.1	50.0	6.3	66.2	Yes	Yes
African American	106	100.0	19.8	50.5	27.7	2.0	40.6	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	388	100.0	6.6	38.4	49.0	6.0	65.8		
Disabled	59	100.0	37.7	52.8	9.4	0.0	18.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	447	100.0	10.5	40.2	44.0	5.3	59.8		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	100.0	10.4	40.2	44.1	5.3	60.0		
<b>Socio-Economic Status</b>									
Subsidized meals	153	100.0	17.3	51.8	30.9	0.0	42.4	Yes	Yes
Full-pay meals	294	100.0	7.2	34.4	50.5	7.9	68.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	447	100.0	15.8	45.0	22.0	17.2	58.1	Yes	Yes
<b>Gender</b>									
Male	236	100.0	18.1	44.3	18.1	19.5	55.7		
Female	211	100.0	13.2	45.7	26.4	14.7	60.9		
<b>Racial/Ethnic Group</b>									
White	325	100.0	8.6	44.0	25.8	21.5	68.9	Yes	Yes
African American	106	100.0	37.6	48.5	9.9	4.0	25.7	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	388	100.0	11.2	45.5	23.6	19.7	63.8		
Disabled	59	100.0	47.2	41.5	11.3	0.0	18.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	447	100.0	15.8	45.0	22.0	17.2	58.1		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	100.0	15.7	45.3	21.9	17.1	58.1		
<b>Socio-Economic Status</b>									
Subsidized meals	153	100.0	32.4	51.1	10.1	6.5	38.1	Yes	Yes
Full-pay meals	294	100.0	7.5	41.9	28.0	22.6	68.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	447	100.0	28.0	37.3	18.4	16.3	34.7
<b>Gender</b>							
Male	236	100.0	25.8	37.1	19.5	17.6	37.1
Female	211	100.0	30.5	37.6	17.3	14.7	32.0
<b>Racial/Ethnic Group</b>							
White	325	100.0	18.2	39.7	21.5	20.5	42.1
African American	106	100.0	57.4	30.7	7.9	4.0	11.9
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	388	100.0	22.7	38.9	19.7	18.6	38.4
Disabled	59	100.0	64.2	26.4	9.4	0.0	9.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	100.0	28.0	37.3	18.4	16.3	34.7
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	100.0	28.0	37.6	18.3	16.1	34.5
<b>Socio-Economic Status</b>							
Subsidized meals	153	100.0	49.6	33.8	9.4	7.2	16.5
Full-pay meals	294	100.0	17.2	39.1	22.9	20.8	43.7

<b>Social Studies</b>							
All Students	447	100.0	19.1	44.0	21.8	15.1	36.8
<b>Gender</b>							
Male	236	100.0	21.7	39.4	22.6	16.3	38.9
Female	211	100.0	16.2	49.2	20.8	13.7	34.5
<b>Racial/Ethnic Group</b>							
White	325	100.0	13.6	42.7	24.5	19.2	43.7
African American	106	100.0	35.6	47.5	13.9	3.0	16.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	388	100.0	15.3	43.0	24.4	17.3	41.6
Disabled	59	100.0	45.3	50.9	3.8	0.0	3.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	100.0	19.1	44.0	21.8	15.1	36.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	100.0	19.0	44.3	21.4	15.2	36.6
<b>Socio-Economic Status</b>							
Subsidized meals	153	100.0	33.8	50.4	12.9	2.9	15.8
Full-pay meals	294	100.0	11.8	40.9	26.2	21.1	47.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	137	98.5	12.6	29.6	48.9	8.9	57.8
	4	143	100.0	12.6	39.9	39.2	8.4	47.6
	5	127	100.0	22.0	44.7	30.9	2.4	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	137	100.0	3.9	23.6	66.1	6.3	72.4
	4	150	100.0	11.3	44.4	35.9	8.5	44.4
	5	160	100.0	15.5	50.0	33.1	1.4	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	137	100.0	13.1	59.1	21.9	5.8	27.7
	4	143	100.0	14.7	34.3	24.5	26.6	51.0
	5	127	100.0	20.3	35.0	22.8	22.0	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	137	100.0	12.6	59.1	22.8	5.5	28.3
	4	150	100.0	20.4	36.6	21.1	21.8	43.0
	5	160	100.0	14.2	40.5	22.3	23.0	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	137	100.0	30.7	40.9	25.2	3.1	28.3
	4	150	100.0	28.2	37.3	12.7	21.8	34.5
	5	160	100.0	25.0	34.5	18.2	22.3	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	137	100.0	8.7	47.2	23.6	20.5	44.1
	4	150	100.0	21.1	41.5	19.7	17.6	37.3
	5	160	100.0	25.7	43.9	22.3	8.1	30.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 826)</b>				
First graders who attended full-day kindergarten	98.3%	Up from 96.4%	100.0%	100.0%
Retention rate	3.2%	Up from 2.3%	2.3%	3.0%
Attendance rate	96.5%	Up from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 4.5%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 4.2%	2.1%	3.2%
Eligible for gifted and talented	18.3%	Down from 21.6%	19.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Up from 7.8%	7.5%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n= 61)</b>				
Teachers with advanced degrees	50.8%	Up from 48.4%	56.6%	52.6%
Continuing contract teachers	80.3%	Up from 77.4%	86.0%	83.3%
Highly qualified teachers	91.4%	Up from 89.3%	95.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	78.9%	Up from 75.5%	87.7%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	95.5%	95.0%
Average teacher salary	\$38,633	Up 1.4%	\$42,915	\$41,703
Prof. development days/teacher	16.4 days	Up from 14.3 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	No change	20.2 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 90.2%	90.8%	89.8%
Dollars spent per pupil*	\$5,922	Up 4.1%	\$5,940	\$6,242
Percent of expenditures for teacher salaries*	67.2%	Up from 64.7%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Beech Hill Elementary is a beautiful red-bricked school located in the southwestern section of Summerville, South Carolina. With the lighthouse as our mascot, our school has an enrollment of 890 shining "Beacons" in Pre-K through 5th grades along with 100 plus dedicated faculty members. We are proud of our strong PTA, School Improvement Council and Business Partner relationships. The demographic and academic profile of our school is varied, serving both suburban and rural communities. Our mission is to "prepare students to become lifelong learners and responsible citizens" and our school slogan is "Lighting the Way to Lifelong Learning."

In order to appropriately challenge each student, we examine test and survey data to guide our efforts to provide meaningful learning opportunities. Our X-SPURT (Experiencing Superior Progress Using Reading Teams) Program fits the district's elementary literacy model by providing 1st - 3rd graders with fluid, text-leveled reading instruction. Our 3rd, 4th and 5th grades are given additional academic support through programs such as class reduction (15:1), inclusion special education service model, Reading Renaissance, Corrective Reading and READ 180. In addition, we have a full-time Math Coach supporting our use of hands-on, challenging and interactive math programs such as TERC, Math Stars, Math Superstars, NCS Computer Lab and Mountain Math. Qualified fifth grade students are also eligible for our Advanced/Gifted Math and Language Arts classes. We are an ITI school—a framework for applying 3rd and 4th grades education component. We are proud that we met our AYP goals for 2003-04 and have been named a South Carolina Exemplary Writing Award School for 2004-05!

We are committed to continue to make gains in our ELA and Math PACT data in order to meet the rising bar of AYP. We are additionally challenged to improve our student performance in the areas of Social Studies and Science. Social Studies and Science will be offered as content subjects in our 3rd and 4th grade GATE program. Staff development will include aligning instruction to the new Social Studies Standards and hands-on/process science skills at all grade levels. In addition, we will increase our non-fiction literature collection in these content areas.

At Beech Hill we strive to "Light the Way to Lifelong Learning" and "Read, Read, Read" every day.

Susan Welsh, Principal  
Mona Jacobsen, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	59	159	154
Percent satisfied with learning environment	93.1%	84.4%	88.0%
Percent satisfied with social and physical environment	96.4%	85.7%	91.4%
Percent satisfied with school-home relations	94.8%	83.9%	77.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.